

HANDOUT: RECOGNITION AND CELEBRATION

CONCEPT DEFINITION	Given service-learning's goal of youth empowerment and community collaboration, celebration and recognition of participants in the school and the community is an important means for rewarding meaningful service. When participants learn new skills, engage in risk taking, take on new responsibilities and offer their hearts and hands to others, it is appropriate to honor and recognize their efforts. Celebration and recognition does not have to happen just at the end of a program, but should be on-going to foster a sense of accomplishment. Celebration/ recognition events provide opportunities to publicize the program, gain new supporters and members, as well as, motivate participants to continue a life of service.
KEY ASPECTS	Students often fail to see the power of their actions. Without support from community partners, parents, and school personnel; it is unlikely that they will have significant and meaningful results from performing service-learning. Recognition should include media attention, and address that funding was supported through sponsorship from the Corporation for National Community Service and Learn and Serve America.
STRENGTHS AS A DIFFERENTIATION PRACTICE	Presentations of successes, achievements, and lessons learned are a valuable facet of the service-learning experience. Unique experiences should be afforded to different groups of students, showcasing their strengths and accomplishments. Power point presentations, lectures, presentations at local, state and national conferences, discussions with school board members, and reviews with S.L.A.B.s all should be encouraged and expected.
ISSUES	Recognition doesn't simply mean external reinforcement for the work that was accomplished. Rather than praise or rewards, students should be encouraged to reflect on the work that they performed. Questions can be raised, such as "how do you think that the service assisted the community?" or "what impact did this experience have on you?" By ensuring that students deeply think about the experience, recognition comes from within and assures that they value the work accomplished.
IMPLICATIONS FOR STUDENT LEARNING	Deep learning and critical thinking are inextricably tied to strong recognition and celebration. Extensive attention should be paid to the students as they explore that which was learned and the service that was provided. Celebration should include discussions with community members served to ensure that the service was valid and designed appropriately. Challenges faced and identified should be used in the determination of steps for future projects/programs.
OTHER CRITICAL ASPECTS	So that all can value the power of the service-learning experience, all involved in service-learning should respond to the following question, "how has this experience transformed you?" By recognizing the strength of the experience, people can better determine the power of civic responsibility and engagement.

RECOGNITION AND CELEBRATION SELF-EVALUATION

The following evaluation should be completed by Service-Learning Advisory Boards, teachers, service-learning coordinators, community partners, and especially youth to determine how recognition of the project will be ensured. Celebration also needs to include project partners, S.L.A.B. members, and school stakeholders.

COMPLETED BY: _____

DATE: _____

	DONE	IN PROGRESS	NEED TO DO	DON'T KNOW
1. Recognition of the strength of service is celebrated with all participants, no matter their involvement.				
2. Student and community reflections have a powerful voice in reviewing the strength of the service provided.				
3. Students celebrate with community partners and other S.L.A.B. members at the end of the project/program.				
4. As a component of the recognition process, S.L.A.B. members review how curricular areas were strengthened by the service-learning project/program.				
5. Students demonstrate a powerful voice in recognizing their accomplishments.				
6. Family, friends, and neighbors are invited to review reflections and celebrate accomplishments of the project/program.				
7. Community partners and community leaders assist with the celebration process and validate how student actions supported the growth of the community.				
8. Celebrations are scheduled and performed with the school, community partners, parents, community leaders, and media.				
9. Reflection is included in the celebration which reviews the service that was performed and the learning that was gained.				
10. A session is planned near the end of the project/program to expand the present project/program to future service-learning experiences for students.				